



Forrest Primary School

Evidencing Learning



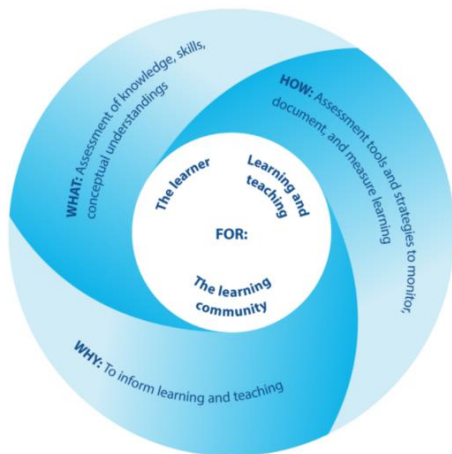
At Forrest Primary School evidencing learning is collaborative a process involving the whole school community, where we acknowledge parents and carers as partners in their child's education.

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment.

Our approach to learning and teaching is grounded in the construction of purposeful and effective learning opportunities for **every student, every day**. We strive to have a school-wide culture that acknowledges the role evidencing learning plays in continually informing the learner, learning and teaching, and the learning community to know what learning has been achieved and how to progress learning in the future.

As an International Baccalaureate World School (IB) offering the Primary Years Programme (PYP) our teachers thoughtfully plan engaging learning programs to support our students acquire subject specific knowledge and skills, the understanding of concepts and the development of approaches to learning skills (ATL) within a transdisciplinary programme of inquiry.

Evidencing learning is central to the PYP framework to develop a snapshot of student understanding at a particular time in the learning process.



The IB describes the purpose of assessment as *"to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process."*

Why? To inform learning and teaching

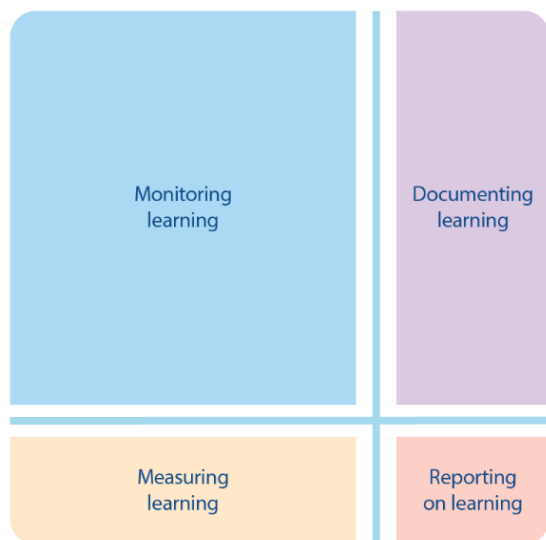
What? Assessment of knowledge, skills and conceptual understandings

How? Assessment tools and strategies to monitor, document and measure learning

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth.

Effective assessment is the core to purposeful evidencing of learning and is central to classroom practices, including:

- Integrating assessment into teaching and learning for continuous learning and growth
- Planning balanced and effective strategies to monitor progress
- Assessing the process of learning alongside assessing learning outcomes
- Analysing data and evidence to reflect on and evaluate learning and teaching
- Providing feedback and feedforward for next steps
- Supporting the capability and agency of students to assess their own learning



Evidencing learning is a process done *with* students not *to* students, allowing both student and teacher to monitor, make judgements and adapt learning and teaching.

PYP Principles into Practice outlines assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Effective teacher feedback offers opportunities for reflection and action, promotes continuous improvement and celebrates success. Feedback on knowledge,

conceptual understandings and approaches to learning supports students moving towards their desired learning goals.

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice.

Role of school leaders

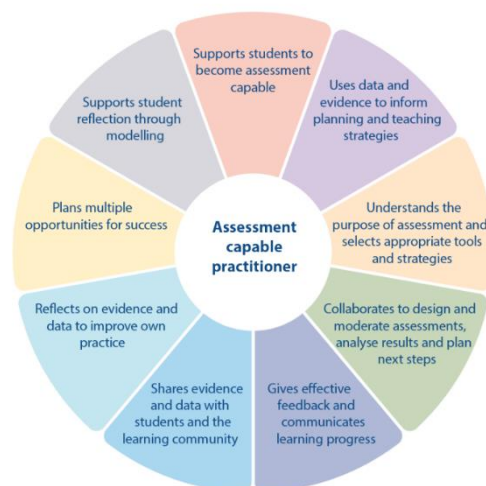
Fostering an assessment culture involves the pedagogical leadership team developing the assessment capabilities of all members of the community by:

- Using assessment as a tool to evaluate the depth of curriculum and effectiveness of teaching and learning occurring at the school
- Developing assessment capability within the learning community
- Leading the embedding of comprehensive assessment practices that align with the philosophy of the IB alongside local and national requirements
- Creating opportunities for teachers to plan, reflect and moderate assessment collaboratively
- Providing school-wide professional development opportunities around effective evidencing of learning

Role of teachers

Assessment capable teachers support students to become assessment capable by:

- Identifying what students know, understand and can do at different stages in the learning process
- Collaborating with students to monitor, document, measure, report and adjust their learning
- Co-constructing learning goals and success criteria with students
- Gathering and analysing information about student learning to reflect on, adjust and inform teaching practice based on student data
- Offering timely, specific and well considered feedback



- Supporting students to effectively share their understanding with others, communicating skills, knowledge, attitudes and concepts they have developed
- Early years teachers observe how students monitor and adjust their own behaviour, especially at play, documenting what students say and do to inform next steps in teaching and learning

PYP assessment recognises the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge.

Role of students

Students play a vital role in the process of evidencing their learning.

Assessment capable students:

- Reflect on their learning in an ongoing manner
- Recognise how to adjust their learning and/or seek support from teachers
- Give feedback to others including peers
- Work with their teachers to have personal agency in the process of assessment
- Gather, analyse and reflect on evidence of their own learning
- Set goals for their learning and work alongside their teacher to make decisions about what they need to do next to achieve these goals
- Act on feedback from peers and teachers to inform next steps in their learning
- Actively participate in forums to share and celebrate their learning with parents/carers and the wider community

Role of parents and carers

Parents and carers contribute to their child's joy of learning and growth as a successful learner through:

- Contributing to their child's learning and growth through staying informed of the learning their child is engaged in and the progress their child is making towards their goals.
- Discussing with their child what they are working on at school and what skills they can support at home to support learning, as outlined in each unit of inquiry overview sent home to families.
- Working collaboratively with their child's teacher to celebrate and discuss their child's progress and next steps.
- Engaging in school events such as attending information nights, parent teacher interviews, learning journeys, assemblies, surveys and/or open classroom events throughout the year.
- Sharing insights with the learning community

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements; and outlines how the school is adhering to these requirements.

Local and national requirements:

In the Australian Capital Territory (ACT), the assessment and reporting requirements for delivering the Australian Curriculum are outlined in the Curriculum and Academic Reporting Policy for ACT Public Schools and the National Quality Framework (NQF). These policies ensure a consistent and transparent approach to assessing and reporting student progress within the ACT education system. Key requirements include:

- **Implementation of the Australian Curriculum:** ACT public schools must implement the Australian Curriculum for students from Kindergarten to Year 10. The ACT Education Directorate determines the specific version to be used.
- **Assessment Practices:** Teachers are expected to assess and report student achievement against the Australian Curriculum Achievement Standards from K-10. This involves providing a range of authentic assessment opportunities and making on-balance judgments.
- **Academic Reporting:** Schools are required to provide twice-yearly academic reports for every student from Kindergarten to Year 12. For Years 1 to 12, student achievement is reported using A to E grades for each learning area or subject. For Kindergarten, a five-point scale is used.
- **Comparative Data:** For cohorts larger than ten students, schools must include comparative grade data for each learning area or subject in the reports for Years 1 to 10.
- **National Assessments:** Schools must provide parents and carers of students in Years 3, 5, 7, and 9 with individual reports from the National Assessment Program – Literacy and Numeracy (NAPLAN).
- **Early Years Learning Framework:** ACT Public School preschools must implement the Early Years Learning Framework (EYLF). Preschool teachers will use a variety of ongoing strategies to report on each child's progress towards the 5 Learning Outcomes in the EYLF.

As an IB school, the Australian Curriculum achievement standards for each subject are strategically mapped to units of inquiry across each year level to support, where possible, the authentic teaching and assessing of concepts, knowledge and skills within our PYP Programme of Inquiry.

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation.

Related documents:

IB Programme Standards and Practices 2021
 PYP: Principles into Practice Updated 2024
 The Australian Curriculum Version 9
 Early Years Learning Framework
 Forrest Primary School Data Plan 2025

Related policies:

Curriculum and Academic Reporting Policy for ACT Public Schools
 The National Quality Framework (NQF) operates under an applied law system, comprising the *Education and Care Services National Law* and the [Education and Care Services National Regulations](#).

The Evidencing Learning statement will be reviewed annually and/or as any updates or changes to local, national or International Baccalaureate requirements are communicated.

Last updated: March 2025